

## Elementary School Social Studies Curriculum Survey of United States History - Grade 5

### Description

Fifth grade social studies will focus on United States history. This will provide students the opportunity to learn about the history of the United States in an integrated program that focuses on historical perspectives, geography, economics, government and civics, and culture and society.

	HISTORICAL PERSPECTIVES		GEOGRAPHY AND ECONOMICS	THE FIRST AMERICANS	GOVERNMENT AND CIVICS		CULTURE AND SOCIETY	
		EXPLORATION AND COLONIZATION						
		FOUNDATIONS OF FREEDOM						
		WESTWARD EXPANSION AND INDUSTRIALISM						
		CIVIL WAR						
		THE 20 <sup>TH</sup> CENTURY						

## Course Questions

Our primary goal of this course is to help students communicate knowledge and become caring, contributing, tolerant, and thinking citizens within their own environment. To achieve this, the following course-long questions should be considered through all units of study:

- What are responsible choices and how are they determined?
- How does an understanding of others contribute to tolerance, respect, and acceptance?
- How do we resolve conflict positively and constructively?
- What connections can be made to demonstrate an understanding of content and concepts?

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>How and why did the first people come to the Americas?</li> <li>Why did they settle where they did?</li> <li>What cultures did these early people create?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Use tools to investigate historical and geographical information</li> <li>Examine the historical contribution to Native American groups</li> <li>Understand how the Native American lives were influenced by their physical environment</li> <li>Understand how today's culture is influenced by the Native Americans.</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>Understand that culture is a system of beliefs, knowledge, institutions, traditions, and skills shared by a group.</li> <li>Recognize how different culture address human needs.</li> <li>Understand that adequate resources are necessary for settlement.</li> <li>Understand that humans and the environment interact and influence each other.</li> <li>Understand that Native American cultures had similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Bering Land Bridge</li> <li>Migration</li> <li>Development of agriculture</li> <li>Explore cultures such as Eastern Woodland, Plains, Pacific Northwest, Southwest, Aztec and Incas.</li> <li>Elements of culture (language, shelter, tools, foods, and clothing)</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Watch videos of each of the cultures to compare and contrast the similarities and differences.</li> <li>Read a picture book and identify the Native American culture involved and the theme of the book.</li> <li>Research the elements of culture for that Native American culture. For a portfolio piece, compare and contrast that culture to your own culture in a news article format.</li> <li>Have an anthropologist come and present artifacts and stories of Native American cultures.</li> <li>Create a diorama of a culture.</li> <li>Research a Native American culture and present findings to the class using videos, posters, Power Point, demonstrations, dramatization, and food.</li> </ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>Which European explorers and settlers came and why did they come?</li> <li>Where did they explore and settle?</li> <li>How did those cultures interact with one another?</li> <li>What conflicts arose and how were they resolved?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Explore the interpretive nature of U.S. history.</li> <li>Recognize cause and effect relationships of exploration and settlement.</li> <li>Explore the historical contributions of the various groups.</li> <li>Examine human settlement patterns in the United States and how they were related to the physical environment.</li> <li>Recognize the economic factors of exploration and settlement.</li> <li>Understand how language, literature, arts, beliefs, and behaviors of diverse groups have influenced culture in the United States.</li> <li>Examine social interactions among diverse groups in the history of the United States.</li> <li>Recognize social institutions and their impact</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>Investigate how human needs are met through interaction in and among social groups( e.g. family and school)</li> <li>Analyze how conflict and competition occur as cultures emerge.</li> <li>Study how compromise and cooperation were and were not used in early colonization.</li> <li>Understand how technology allows humans to settle in areas previously inaccessible.</li> </ul>	<ul style="list-style-type: none"> <li>Countries (e.g. Spain Portugal England, Netherlands)</li> <li>Explorers (e.g. Erikson, Columbus, DeSoto, Hudson, Cortez, Champlain, Cabot)</li> <li>Regions of settlement by certain countries</li> <li>Settlements (e.g. Jamestown, Saint Augustine, Plymouth, Pennsylvania,)</li> <li>Regional differences between colonies (e.g. New England, Middle, Southern)</li> <li>Significant people (e.g. John Smith, Pocahontas, William Penn, Stuyvesant)</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Compare maps from the time of explorers to present day maps.</li> <li>Construct time lines for the original settlements up to the French and Indian War.</li> <li>Compare the progression of settlements using a flow chart.</li> <li>Construct timelines (e.g. colonization, exploration)</li> <li>Role play various Europeans' interaction with Native Americans (e.g. William Penn, Columbus, the Pilgrims, the French)</li> <li>Research exploration by specific countries and present to the class in small groups</li> <li>Create a situation where conflict resolution could have been used to produce a different outcome for a writing piece.</li> <li>Create a map showing the routes of various explorers.</li> <li>Write a complaint letter to the United States government expressing the student's opinion toward Native American preservation.</li> </ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>Why did the colonies want to separate from Great Britain?</li> <li>What were the major events of the American Revolution?</li> <li>Why do we have a Republic and how is it organized?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Develop a chronological understanding of the war</li> <li>Use a variety of primary and secondary sources to understand the Revolution.</li> <li>Develop an understanding of the American Revolution and recognize the cause-and-effect relationships and multiple causation.</li> <li>Identify reasons for change</li> <li>Recognize the significance of important symbols, songs, and written passages.</li> <li>Recognize the basic purposes of democratic governments</li> <li>Understand that the Constitution of the United States establishes a government in which powers are shared among different levels and branches.</li> <li>Understand that, in a democratic society, citizens have rights and responsibilities.</li> <li>Explore the rights and responsibilities in real-life situations.</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>People form governments to establish order, provide security, and accomplish common goals.</li> <li>Rights and responsibilities are determined by specific roles within various groups, including family, peer group, class, school, community, state, and country.</li> </ul>	<ul style="list-style-type: none"> <li>The French and Indian War</li> <li>Results of The French and Indian War</li> <li>Taxation</li> <li>British Actions against colonists Stamp Act, Intolerable Acts, Boston Massacre</li> <li>Major Battles of the American Revolution</li> <li>Significant people of the American Revolution (e.g. George Washington, Thomas Paine, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, loyalists, Molly Pitcher, Deborah Sampson)</li> <li>Declaration of Independence</li> <li>Articles of Confederation</li> <li>Constitution</li> <li>Bill of Rights</li> <li>Branches of government</li> <li>Levels of government</li> <li>Checks and balances</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Read <i>The Matchlock Gun</i>, <i>Johnny Tremain</i> and relate the issues to the study of history.</li> <li>Write an explanation of how the French and Indians caused the Revolution</li> <li>Create a timeline of George Washington's life, causes of the Revolution, Battles of the War.</li> <li>Research a character, dress in costume and present his or her life to an audience</li> <li>Draw a map that features the important places in the character's life</li> <li>Reenact significant events (e.g. Boston Tea Party, Boston Massacre, Paul Revere's ride).</li> <li>Write an argument between a loyalist and an American Patriot about their allegiance</li> <li>Describe the powers of each branch of government, choosing the one the student feels is most powerful even though there is a system of checks and balances.</li> <li>Create a chart that shows the system of checks and balances in a home or school</li> <li>Conduct mock school meetings to create school rules.</li> <li>List the rights and responsibilities a person should have in a school setting.</li> <li>Write an editorial for the school newspaper explaining your "top ten" rights and responsibilities.</li> <li>Recreate situations that have motivated Supreme Court decisions.</li> <li>Analyze the Boston Tea Party as an economic conflict.</li> <li>Create a domino model that demonstrates cause and effect relationships.</li> </ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>Why did people move west?</li> <li>What inventions created change in the United States?</li> <li>What conflicts arose and how were they resolved?</li> <li>How did American life change during this era?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Develop a chronological understanding and recognize cause and effect relationships</li> <li>Trace change over time and identify reasons for change</li> <li>Develop mental maps of the United States during westward expansion</li> <li>Examine how the history of the United States was influenced by its physical environment</li> <li>Understand human settlement patterns in the United States and how they were related to the physical environment</li> <li>Understand how people have used technology to modify the environment to meet their needs.</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>Different cultures address human needs in similar and different ways.</li> <li>As cultures emerge and develop, conflict and competition may occur.</li> <li>Compromise and cooperation are tools for social interaction.</li> <li>Patterns on Earth's surface can be identified by examining where things are, how they are arranged, and why they are in particular locations.</li> <li>Human actions modify the physical environment, and in turn, the physical environment limits or promotes human activities.</li> </ul>	<ul style="list-style-type: none"> <li>Louisiana Purchase</li> <li>Trails</li> <li>People: Sacagawea, Lewis &amp; Clark, Eli Whitney, Robert Fulton, Samuel Slater, Vebulon Pike, Daniel Boone)</li> <li>Railroads</li> <li>Canals</li> <li>Factories</li> <li>Immigration</li> <li>Inventions</li> <li>Gold Rush</li> <li>War of 1812</li> <li>Mexican-American War</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Play <i>Oregon Trail</i> on the computer</li> <li>Trace on a map, routes that people would take when moving west.</li> <li>Role play the different roles of the people during the Gold Rush (merchants, doctors, miners)</li> <li>Make a list of supplies your family would need to travel west</li> <li>Draw a map of the Louisiana Purchase and trace the trail of Loius and Clark</li> <li>Simulate a journal entry for one of the characters on the Louis and Clark trail</li> <li>Create a timeline showing when and why various ethnic groups came to the U.S.</li> <li>Read <i>Liddie</i> by Kathryn Patterson and discuss as a class</li> <li>Write an eyewitness account of the burning of Washington during the War of 1812</li> <li>Select the most significant invention studied and justify your choice.</li> <li>Describe the changes in American agriculture from usage to cash crops</li> <li>Create a map showing transportation routes of the 1800's.</li> <li>Compare and contrast the work/life of a farm kid to a factory kid</li> </ul>

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<ol style="list-style-type: none"> <li>How did the war change America?</li> <li>What was the cause and effect relationship of various events?</li> <li>How was geography a cause of the way and how was the war effected by geography?</li> <li>How did cultural differences impact the war?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>Develop a chronological understanding of history of the U.S. and recognize cause-and –effect relationships and multiple causation.</li> <li>Examine historical contributions of individuals and groups.</li> <li>Recognize the significance of important symbols in the history of the U.S.</li> <li>Use a variety of tools to obtain and present geographic information</li> <li>Examine how the history of the U.S. was influenced by its physical environment.</li> <li>Understand how technology was used to modify the environment to meet needs.</li> <li>Explore the rights and responsibilities of citizens in real-life situations.</li> <li>Understand how culture in the U.S. has been influenced by behaviors of diverse groups.</li> <li>Recognize social institutions and their impact in the history of the U.S.</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories and situations.</li> <li>As cultures emerge and develop, conflict and competition may occur.</li> <li>Compromise and cooperation are inherent characteristics of social interaction</li> <li>Mental maps are used to visualize where things are and how they are arranged.</li> <li>Every place is unique and can be described by its human and physical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>History of slavery</li> <li>Slave culture</li> <li>Underground Railroad and abolitionist movement</li> <li>Economic factors of slavery</li> <li>Inventions</li> <li>Differences between North and South (geography, economic, cultural)</li> <li>Compromises (Constitutional Compromise of 1787, Missouri Compromise, Kansas-Nebraska Act, Compromise of 1850)</li> <li>Major Battles (e.g. Fort Sumter, Bull Run, Gettysburg, Petersburg, Vicksburg, Appomatox)</li> <li>People (sharecroppers, Dred Scott, Frederick Douglass, Harriet Tubman, Clara Barton, John Wilkes Booth, generals, Presidents)</li> <li>Advantages for each side in the war</li> <li>Roles of women in the war</li> <li>Border states</li> <li>Significant documents (e.g. Emancipation Proclamation, Gettysburg Address)</li> <li>Reconstruction</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Create a time line of significant slavery related events prior to the Civil War.</li> <li>Choose an aspect of this period (e.g. slavery, differences between North and South) and write a portfolio piece detailing various perspectives. Students could also engage in a debate on the same issues.</li> <li>Create a poster that shows slave contributions to American culture</li> <li>Select a person involved in slavery and create a dramatic oral presentation to give to the class. Dress in character.</li> <li>Plot location of major battles on a U.S. map</li> <li>Research a major battle, detail troop movements during the battle, and determine the reasons a side won the battle.</li> <li>Create a bulletin board or poster that shows advantages for each side in the Civil War.</li> <li>Select a time in history when the government compromised in an effort to resolve slavery. Evaluate the compromise. Describe the reasons why the compromise was selected and why it did not work. Suggest a different compromise that might have worked better.</li> <li>In small groups, evaluate how America would be different had the South won the war. Present the group vision of America in the current year based on this evaluation. Include in this evaluation trade alliances, economic considerations, and how each side would have reacted to significant events in the 20<sup>th</sup> century.</li> <li>Compile a notebook of songs from this time period. Explain how each song contained an important message for a certain group of people. Find songs today that contain a similar message.</li> </ul>

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> <li>1. What role has economics played in America's decisions regarding world events?</li> <li>2. How does geography impact America's political decisions?</li> <li>3. How have past events led to present events?</li> <li>4. How has America's culture changed in the 20<sup>th</sup> century as a result of immigration?</li> </ol>	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> <li>• Explore the interpretive nature of the history of the U.S. using a variety of tools</li> <li>• Develop a chronological understanding of the history of the U.S. and recognize cause-and-effect relationships and multiple causation</li> <li>• Trace change over time in the history of the U.S. and identify reasons for change</li> <li>• Examine the historical contributions of individuals and groups</li> <li>• Understand human settlement patterns in the U.S. and how they were related to the physical environment.</li> <li>• Recognize the impact of economic factors on decisions made by governments</li> <li>• Understand how culture in the U.S. has been influenced by diverse groups</li> <li>• Recognize social institutions and their impact in the history of the U.S.</li> <li>• Examine social interactions among diverse groups in the history of the U.S.</li> </ul> <p><i>Core Content:</i></p> <ul style="list-style-type: none"> <li>• In order for a democratic government to function citizens must play an active role</li> </ul>	<ul style="list-style-type: none"> <li>• Wars</li> <li>• The Great Depression</li> <li>• Citizen activism (protesting, boycotts, Habitat for Humanity etc.)</li> <li>• Segregation/desegregation</li> <li>• Supreme Court decisions</li> <li>• Exploration in space</li> <li>• Civil Rights</li> <li>• Women's Rights</li> <li>• Technology</li> <li>• Immigration</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Analyze the Persian Gulf War and World War II as economic wars. Write results of research for a portfolio piece.</li> <li>• Evaluate how World War II was caused by World War I. Show findings in a flow chart.</li> <li>• Interview someone who lived through the Great Depression and find out how it influenced economic decisions they make today. Report these findings in an oral report, audio tape, or video tape.</li> <li>• Interview someone who lived through the Great Depression and create poster showing sacrifices they had to make on one side of the poster. On the other side of the poster show contrasting luxuries we have today.</li> <li>• Choose an issue that is important to them and volunteer to work with an organization that deals with that issue. Write a letter to the editor of a newspaper and detail why this issue is important to America. Include suggestions to help solve the problem.</li> <li>• Live for a week making sacrifices that were made by people during the Depression. Write their impressions each day in a journal.</li> <li>• Research how each Supreme Court judge voted on a current issue (e.g. abortion, death penalty). Show findings in a visual chart.</li> <li>• Research population trends in America for the 20<sup>th</sup> century. Show findings in a pie chart. Make sure there are at least 2 time periods in history shown so the contrast can be demonstrated.</li> <li>• Create a model of the 20<sup>th</sup> century invention that the student believes has most effected the world</li> <li>• Listen to tapes of great speeches made during the 20<sup>th</sup> century</li> <li>• Create a time line of significant events in: Civil Rights, Women's Rights, segregation, etc.</li> </ul>

Course/Grade: **Grade 5**

Unit: **The 20<sup>th</sup> Century**

Suggested Length: **6 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
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